Resource Equity Working Group
To support and inform the work of the REO and other central office departments, Dallas ISD convened a Resource Equity Working Group that included district practitioners and community advocates, supported by two national non-profits.

- **Angie Gaylord** Deputy Chief, Office of Transformation & Innovation, Dallas ISD
- **Byron Sanders** President & CEO, Big Thought
- **Cecilia Oakeley** Assistant Superintendent, Evaluation & Assessment, Dallas ISD
- **Derek Little** Assistant Superintendent, Early Learning, Dallas ISD
- **Drexell Owusu** Senior Vice President, Education & Workforce, Dallas Regional Chamber
- **Elizabeth Casas** Assistant Superintendent, Special Populations, Dallas ISD
- **Jerry Hawkins** Executive Director, Dallas Truth, Racial Healing, & Transformation
- **Joann Jackson** Director, Counseling Services
- **John Vega** Deputy Chief, Human Capital Management, Dallas ISD
- **Leslie Williams** Deputy Chief of Equity, Dallas ISD
- **Liliana Valadez** Executive Director, Office of Family & Community Engagement, Dallas ISD
- **Liz Cedillo-Pereira** Chief of Equity & Inclusion, City of Dallas
- **Marian Willard** Principal, James Madison High School, Dallas ISD
- **Marlon Shears** Deputy Chief Technology Officer, Dallas ISD
- **Pamela Lear** Chief of Staff, Dallas ISD
- **Renato de los Santos** Director, LULAC National Educational Service Centers
- **Richard Straggas** Executive Director, Finance, Dallas ISD
- **Shannon Trejo** Deputy Chief, Teaching & Learning, Dallas ISD
- **Sharon Quinn** Deputy Chief, School Leadership, Dallas ISD
- **Sherry Christian** Deputy Chief, Operations Services, Dallas ISD
- **Susan Hoff** Chief Strategy & Impact Officer, United Way
- **Suzy Smith** Director, Performance Management & Excellence Initiatives, Dallas ISD
- **Yolanda Knight** Principal, W.W. Bushman Elementary School
The District acknowledges the history of institutional racism that systematically and systemically prohibited the educational and societal advancement of students.

The District recognizes its history in participating in societal ills that have perpetuated racial inequity and discrimination.

The District shall create an environment that understands providing additional and differentiated resources to support the success of all students shall be fundamentally necessary to achieve racial and educational equity.

Dallas ISD is Leading the Way in Addressing Racial Equity

In 2017, the Dallas ISD Board recognized the history of systemic and institutional racism in our country and in Dallas ISD and unanimously made a commitment to responding via the Racial Equity Resolution and Policy.

The District shall establish the Racial Equity Office (REO).

The REO shall function to create opportunities to eliminate inequitable practices within the District... that negatively impact achievement for all student groups, with emphasis on African American and English language learners.
Dallas ISD’s commitment to equity has resulted in overall performance growth for African American and English Learner students that is above state trends. There is further to go, however, to get to equitable and excellent student outcomes within the district.

Bright Spots: Equity Initiatives

**DUAL LANGUAGE PROGRAM**
Largest bilingual program in the nation, offered in 150 ELEMENTARY SCHOOLS

**EARLY LEARNING**
PreK Partnerships & Scholarships

**EARLY COLLEGE**
P-tech and collegiate academies

**PUBLIC SCHOOL CHOICE**
Innovation & Transformation

**ACE**
Strategic Staffing
Instructional Excellence
Social Emotional Supports
Extended Learning
Supportive Partnerships

**TEI**
Defining Excellence
Supporting Excellence
Rewarding Excellence

Early Progress: Dallas Outpacing State Growth in STAAR Reading

**African American Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dallas ISD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>2019</td>
<td>31%</td>
<td>36%</td>
</tr>
</tbody>
</table>

**English Learners**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dallas ISD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>2019</td>
<td>24%</td>
<td>State: +7 percentage point increase</td>
</tr>
</tbody>
</table>

**State**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dallas ISD</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>2019</td>
<td>26%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Dallas ISD: +11 percentage point increase

Dallas ISD: +7 percentage point increase

State: +4 percentage point increase
Education Resource Equity

By examining the allocation and use of resources in this study, Dallas ISD is creating a shared fact-base around the current state of education resource equity to identify and prioritize the critical work required to address inequities in education today.

Education resource equity is when schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students.

It is what we need to make sure that school unlocks every child’s power to live a life of their choosing — and that race and family income no longer predict a student’s life trajectory.

*Not a focus of this study based on data availability and Dallas ISD’s ongoing work. Source: The Education Combination
Amount and Combination of Resources • Student Experiences • Outcomes
The amount and combination of resources students have access to is a key lever to improving outcomes for all students. These findings provide a snapshot of the differences in student experience across resource equity metrics for student groups in Dallas ISD.

### Sample Dallas ISD Findings:

<table>
<thead>
<tr>
<th>Sample Equity Groups*†</th>
<th>% of Classmates in One’s Own Equity Group</th>
<th>% of Classmates Proficient in 9th Grade ELA</th>
<th>Elementary Teachers rated Proficient I+</th>
<th>Secondary Teachers rated Proficient I+</th>
<th>% of Proficient Students in 6th Grade Pre-AP ELA</th>
<th># of Students in Core Classes</th>
<th>% of 6-12th Grade Students with Unmet Learning Needs*** who Have Additional Time for Math</th>
<th>Average site-based school funding</th>
<th>% Proficient Grades 3-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are Economically Disadvantaged and African American</td>
<td>52%</td>
<td>29%</td>
<td>1 of 2</td>
<td>1 of 2</td>
<td>44%</td>
<td>20</td>
<td>44%</td>
<td>$6,414</td>
<td>32% ELA 34% Math</td>
</tr>
<tr>
<td>Students who are Economically Disadvantaged, Hispanic and English Learners</td>
<td>70%</td>
<td>27%</td>
<td>2 of 3</td>
<td>1 of 2</td>
<td>40%</td>
<td>21</td>
<td>54%</td>
<td>$6,000</td>
<td>37% ELA 47% Math</td>
</tr>
<tr>
<td>Students who are any race, but not Economically Disadvantaged**</td>
<td>34%</td>
<td>61%</td>
<td>3 of 4</td>
<td>3 of 4</td>
<td>80%</td>
<td>20</td>
<td>50%</td>
<td>$5,952</td>
<td>69% ELA 68% Math</td>
</tr>
</tbody>
</table>

*Not shown here but included in the full report are the following Equity Groups: ED Hispanic Non-EL (20%), ED Hispanic Former EL (6%), ED Other (4%).
**This group is 38% Hispanic, 32% White, 16% African American, and 16% Multi-racial, Asian, American Indian, Alaskan Native, Native Hawaiian, Pacific Islander, or do not have racial data.
***Unmet Learning Needs defined as students who scored in the “Does Not Meet” category on STAAR Math exams from prior year.

Source: Dallas ISD 2018-2019 Data – data represents the full district-wide picture except where indicated otherwise; [The Education Combination](#)
ERS and the Working Group identified the following ways Dallas ISD must continue to improve excellence and equity for all students.

**Big Ideas**

1. Expand Support for Teachers at Higher-Need Schools (1.1, 1.2, 1.3)
2. Support the Hiring of Strong Teachers at Higher-Need Schools (2.1, 2.2, 2.3)
3. Accelerate Teacher Growth through Meaningful Collaboration (3.1, 3.2, 3.3)
4. Invest in Strong Leaders at Higher-Need Schools (4.1, 4.2, 4.3)
5. Ensure Equitable Access to Application & Lottery Programs and Advanced Course Pathways (5.1, 5.2, 5.3, 5.4)
6. Provide Coordinated School Budget, Staffing and Scheduling Options that Optimize Resource Use for Student Learning (6.1, 6.2, 6.3, 6.4)
7. Determine Funding Levels that Differentiate for Student Need & Incoming Performance (7.1, 7.2, 7.3)

**Foundations for Success**

- Invest in Equity Mindset
- Meaningfully Engage Stakeholders
- Measure, Monitor & Report on Progress

**Teachers** are the most important in-school factor influencing student achievement.

**Principals** are the second most important in-school factor given their role in establishing instructional excellence and supporting educators.

We must ensure systems and schools are designed for equity.

(1.1 – 7.3) indicate specific actions under each of these big ideas.
Teacher and Principal Equity Actions

ERS and the Working Group identified the following ways Dallas ISD must **sustain** existing work, **expand** existing work with additional investments, and **explore** new work related to teachers and principals that could improve excellence and equity for all students.

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### Expand Support for Teachers at Higher-Need Schools

1. **Expand** the suite of curricular materials available for teachers to adapt easily
2. **Explore** strategies such as increased planning time, paired teaching models, and coaching to recruit, retain and grow teachers
3. **Sustain** engagement of community to reflect on opportunities for continuous learning

### Support the Hiring of Strong Teachers at Higher-Need Schools

1. **Sustain** early hiring of teachers
2. **Expand** first-round access for higher-need schools to a pre-vetted pool of teachers
3. **Sustain** highly qualified and diverse demographic representation within teacher pipelines

### Accelerate Teacher Growth through Meaningful Collaboration

1. **Explore** increasing available time for elementary teachers to collaborate during the school day
2. **Sustain** assignment of instructional experts with demonstrated excellence to teacher teams
3. **Expand** promising collaborative planning practices for both virtual and in-person instruction

### Invest in Strong Leaders at Higher-Need Schools

1. **Expand** access to data on the distribution of strong leaders across student groups
2. **Expand** growth opportunities, responsibilities and compensation to increase stability of strong leadership in higher-need schools
3. **Sustain** engagement of community to reflect on opportunities for continuous learning

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**Sustain**  |  **Expand**  |  **Explore**
System & School Equity Actions
ERS and the Working Group identified the following ways Dallas ISD must **sustain** existing work, **expand** existing work with additional investments, and **explore** new work related to designing schools and systems to improve excellence and equity for all students.

**Ensure Equitable Access to Application & Lottery Programs and Advanced Course Pathways**

5.1 Expand curricular materials to include compacted curriculum for Pre-AP ELA, Science and Social Studies pathways
5.2 Explore cost-effective strategies, including virtual offerings, to promote advanced, rigorous course offerings across all schools
5.3 Expand reviews of all school-based program and course enrollment processes to identify opportunities to standardize and mitigate implicit bias
5.4 Expand marketing and awareness campaigns in historically underserved neighborhoods that focus on choice options

**Provide Coordinated School Budget, Staffing and Scheduling Options that Optimize Resource Use for Student Learning**

6.1 Explore creating coordinated school budget, staffing, and scheduling options for different school models (virtual and in-person)
6.2 Expand upon existing structures to provide principals with key metrics focused on equity and access to resources in one easy-to-use dashboard
6.3 Expand opportunities to improve coherence and communication across central departments to support school leaders
6.4 Explore opportunities to expand the school day and/or year to provide additional time for core instruction, teacher collaboration, or enrichment

**Determine Funding Levels that Differentiate for Student Need & Incoming Performance**

7.1 Sustain resources for higher-need schools (e.g. FARE, ACE) that improve performance in order to support ongoing student needs
7.2 Expand core funding to provide differentiated resources to higher-need schools (e.g. FARE)
7.3 Sustain efforts to advocate at the state level for additional funding (e.g. HB3)
Foundations for Success
There are three investments that are central to the success of all other priorities. The Racial Equity Office will have responsibility for advancing this work consistent with its charter.

- **Invest in Equity Mindsets**
  Continue to dedicate district resources to critical work around mindset and anti-racism work, including addressing implicit and explicit bias.

- **Meaningfully Engage Stakeholders**
  Engage advocates, educators, business and community leaders, civil rights groups, families, and students in these findings and proposed actions to solicit input and feedback. Target outreach to historically underserved families and communities and remove as many barriers to participation as possible.

- **Measure, Monitor & Report on Progress**
  As part of the REO’s cycles of continuous improvement, report progress regularly to the board and public and adjust course as needed to ensure the work is always focused on the highest-impact activities.
Appendix Detail
Teachers and Principals
ERS and the Working Group identified the following ways Dallas ISD must sustain or expand existing work or explore new work related to teachers and principals that could improve excellence and equity for all students.

Expand Support for Teachers at Higher-Need Schools

1.1 Build out a full-suite of curricular materials that are TEKS-aligned, sufficiently complex and on grade level, with instructional tasks that are high-quality, and easy to use for teachers.

1.2 In order to recruit, retain and grow novice and progressing teachers, explore strategies such as increased planning time, paired teaching models, reduction of class loads and/or course assignments in secondary schools and expand successful coaching and modeling of effective practices.

1.3 Continue to engage teachers, principals, and community partners to reflect on opportunities for continuous learning through focus groups, surveys, and communication tools (e.g. DFW Teacher Survey, TEI Perception Surveys and Focus Groups, Let’s Talk).

Accelerate Teacher Growth through Meaningful Collaboration

3.1 In order to enable teaching teams in higher-needs schools to improve the quality of instruction together, explore strategies to increase available time for elementary teachers to collaborate during the school day and ensure secondary teachers are scheduled such that both planning periods are back-to-back.

3.2 Continue to assign instructional experts with demonstrated excellence in the relevant content to coach teams and ensure teachers receive frequent growth-oriented feedback from an instructional coach/expert to connect learning in collaboration time to instructional practice (e.g. Instructional Lead Teachers, Campus Instructional Coaches and Early Learning Coaches).

3.3 Expand promising collaborative planning tools and support for both virtual and in-person instruction using research-based practices (e.g. Institute for Learning, Authors’ Series) to ensure expert-led teaching teams focus on supporting students in accessing grade-level content including how to provide just-in-time intervention, how to adjust instruction based on student work and data and how to engage students as active learners.

Support the Hiring of Strong Teachers at Higher-Need Schools

2.1 Continue to identify opportunities to hire teachers as early as possible (e.g. HCM’s early contracts and weekly vacancy reports).

2.2 Ensure that lower-ratios of school supervision for higher-need schools leads to dedicated support to create a tailored suite of recruiting materials (e.g. partnerships and online presence) and to ensure first-round access for those higher-needs schools to a pre-vetted pool of teachers to fill vacancies.

2.3 Continue to ensure highly qualified and diverse demographic representation within pipelines for teacher to classroom placements (e.g. P-Tech Education Pathway, Clinical Teacher Program, Resident Teacher Program and partnerships with local community colleges to grow professionals).

Invest in Strong Leaders at Higher-Need Schools

4.1 Share the distribution of strong leaders (measured by PEI data) across student groups disaggregated by race, ethnicity, and socio-economic and English Learner status to understand inequities and address them where needed.

4.2 Expand current practices to attract and retain high quality principals in higher need schools (e.g. LEAD, ACE, Master Principals) to include strategies to incentivize experienced and effective principals to stay in higher-needs schools and increase stability of strong leadership through increased growth opportunities, responsibilities and compensation.

4.3 Continue to engage teachers, principals, and community partners to reflect on opportunities for continuous learning through focus groups, surveys, and communication tools (e.g. DFW Teacher Survey, PEI Perception Surveys and Focus Groups, Let’s Talk).
System Enabling Conditions
ERS and the Working Group identified the following ways Dallas ISD must **sustain** or **expand** existing work or **explore** new work related to designing schools and systems to improve excellence and equity for all students.

Ensure Equitable Access to Application & Lottery Programs and Advanced Course Pathways

1. Develop and implement **curriculum pathways for Pre-AP ELA, Science and Social Studies**, similar to the Pre-AP Mathematics pathway, so that all Pre-AP offerings at middle and high school provide access to accelerated content and career/college readiness skills.
2. In order to expand access for all students to increased rigor, explore cost-effective strategies, including virtual offerings, to **promote advanced, rigorous course offerings across all schools**.
3. Review all school-based **program and course enrollment processes to identify opportunities to standardize and mitigate implicit bias**, such as an expansion of the successful components of the opt-out process in 6th Grade Pre-AP Math.
4. Deepen **marketing and awareness campaigns in historically underserved neighborhoods** that focus on choice options (e.g. Transformation, Magnet & Early College).

Provide Coordinated School Budget, Staffing and Scheduling Options that Optimize Resource Use for Student Learning

1. In order to ensure coherence of implementation in schools, explore **coordinated school budget, staffing, and scheduling options for different school sizes, needs, and instructional models (virtual and in-person)** to show what's possible at schools with different levels of resources and flexibilities and expand bright spot models such as the dual-language program. (additional detail on next slide)
2. Expand upon existing structures that provide data to principals to **include key metrics focused on equity and access to resources** (e.g. teacher assignment to advanced coursework and student access to Proficient I+ teachers). Integrate all data sources into one easy-to-use dashboard that supports principals in getting to action and resource shifts based on data.
3. Look for opportunities to **improve coherence and communication across central** departments to support school leaders, especially in higher-needs schools, in focusing on delivering quality instruction.
4. Explore opportunities to **expand the school day and/or year** to provide additional time for core instruction, teacher collaboration, or enrichment especially in the highest-need schools where students and teachers need additional support.

Determine Funding Levels that Differentiate for Student Need & Incoming Performance

1. Ensure **stability of resources for higher-need schools** (e.g. FARE, ACE) that demonstrate improved performance in order to support ongoing student needs.
2. Create a **core funding formula that provides differentiated resources to higher-need schools** (e.g. FARE) and enables budget, staffing and scheduling flexibilities to accelerate academic achievement for underperforming students.
3. Continue to **advocate at the state level for additional funding** (e.g. HB3).
## Actions

<table>
<thead>
<tr>
<th>Actions</th>
<th>Incremental Resources</th>
<th>Prerequisites</th>
<th>Sustain Expand</th>
<th>Explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 To help schools strategically organize people, time and money, and to ensure that additional resources are used to implement coherent and transformative strategies, create differentiated and coordinated budget, staffing, and scheduling options for different school sizes &amp; needs to show what's possible at schools with different levels of resources and flexibilities. This work can provide examples for ways to:</td>
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<tr>
<td>• Provide time and support for teachers to work in teams and independently as they learn and adapt new curriculum, plan daily lessons and adjust instruction in response to students' learning needs (3.1)</td>
<td></td>
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<tr>
<td>• Leverage distance, remote, or virtual learning resources to offer a greater breadth of courses or existing courses at lower cost (5.2)</td>
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<tr>
<td>• Assign teachers to courses based on their strengths and ensure that below proficient students get access to highest quality instruction</td>
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<tr>
<td>• Create opportunities for small-group instruction for students with the greatest learning needs, when they need it most such as in early and transitional grades</td>
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<tr>
<td>• Provide additional high-quality instructional time in core subjects for students with the most unfinished learning</td>
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<tr>
<td>Expand models that are demonstrating effectiveness, such as the two-way bilingual program</td>
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</tbody>
</table>

Given fiscal pressures associated with declining enrollment and increasingly restricted funds, it is unlikely that the core funding formula (7.2) will be able to support the school design options (6.1) that are initially envisioned. The process to align the funding model with the budget, staffing, and scheduling options will identify the trade-offs that make the most sense for Dallas ISD's context. Those trade-offs can then support the communication with stakeholders around the need for additional funding (7.3).